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FLORIDA  
INDUSTRIAL SCHOOL  
for BOYS

MARIANNA, FLORIDA



Biennial Report of the Superintendent  
to the  
BOARD OF COMMISSIONERS  
of  
STATE INSTITUTIONS  
FOR THE PERIOD

From July 1, 1930, to June 30, 1932

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**Administration Building**

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MILLARD DAVIDSON  
Superintendent

**LETTER OF TRANSMITTAL**

**FLORIDA INDUSTRIAL SCHOOL FOR BOYS  
Superintendent's Office**

Marianna, Florida, June 30, 1932

To the Honorable Board of  
Commissioners of State Institutions  
Tallahassee, Florida.

Dear Sirs:

I have the honor to submit herewith the Biennial Report  
of The Florida Industrial School for Boys, covering the  
period from July 1, 1930, to June 30, 1932.

Very respectfully,

**MILLARD DAVIDSON.**

Superintendent.

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 J. E. BEVIS ..... Teacher

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 JOHN DICKSON ..... Farm Helper  
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 ELLA BRADBURY ..... Cook



## Foreword

The Florida Industrial School for Boys occupies a most unique position in the minds of the people. While the name and general purpose of the School are known to many, its Character, its methods and the scope and variety of activities so essential to the accomplishment of its purpose are familiar to only a few representatives of small official and professional groups.

Therefore this Report represents an effort to give the reader certain facts and general information about the School which cannot be gathered from statistics only.



**BIENNIAL REPORT**  
of the  
**FLORIDA INDUSTRIAL SCHOOL FOR BOYS**  
**MARIANNA, FLORIDA**

**PLAN OF TREATMENT**

It is axiomatic that reforms in chronic cases of juvenile delinquency are not wholly the result of changes in personality; rather, they are changes in the social type with which the offender identifies himself. The personality pattern, fixed in childhood, remains more or less constant throughout life. It is the social type which may change; the person may identify himself as a sinner or saint, as criminal, student, socialite, sportsman. A change in attitudes may result in the offender making the ideals and behavior patterns of an accepted social group his own, renouncing those of the criminal group.

However, the majority of juvenile offenders do not identify themselves as criminals. An appreciation of the moral code is not a factor in heredity, and unless the principles of social conduct are instilled and impressed upon the child in early years, the boy will neither be moral nor immoral. He will be non-moral. The first steps in delinquency often have no more social significance to the individual than top spinning, marbles or "hide-and-seek."

Yet there is a causative factor in both types of delinquency pictured above. Of the boys committed to the Florida Industrial School at Marianna, a cursory glance at the records will reveal many of these reasons. Practically all delinquents come from "broken homes"—either the parents are divorced or one is dead. Practically all come from families low in the economic scale. A great many have actual criminality or immorality in the home. Very few have normal recreational outlets. There is a lack of sympathy and understanding in the family group. In fact, a picture of the

average delinquent might well be mistaken for that of the underprivileged boy.

Granted, then, that the principle cause of delinquency may be directly traced to environmental factors, the first step in the treatment of the problem boy should be a change in this environment. Institutional care is often the only means by which this may be effected.

Proper institutional care should be based on the assumption that the average delinquent, placed in a normal environment and given normal interests and activities, will learn to make a normal adjustment. In his abnormal environment, he has made an abnormal adjustment—or what might be considered a **normal** adjustment under the circumstances. In his home environment he has probably never received any training in table manners. He has never been instructed in health, hygiene and bodily cleanliness. He does not know the little every day forms of common etiquette. His language and expression are very probably of the poorest.

These very things help to create and build up a spirit of resentment and a barrier between the boy and the only social agents with whom he might come in contact—the social worker and the teacher. Coupled with his generally low intelligence, it often ostracizes the boy from the fellowship of most of his schoolmates and alienates his teacher. His poor clothes, his failure at schoolwork, his lack of friendship and acceptance by the schoolboy group and the failure of the teacher in many cases to understand, all of these often go to make him present in body but absent in spirit. Here the mind of the boy may be miles away, and here the seeds of truancy are planted. Truancy is often the first step in more serious forms of delinquency.

We have few public schools with provisions made for classes for this type of boy. It is here that the institution fills a gap and builds its program. With the direct and indirect causes of the vast majority of delinquency before it, it should model its program so as to correct these condi-

tions and, by providing a normal environment with normal interests and activities, to allow the boy to learn to make a normal adjustment.

The first requisite of proper institutional care is a good physical plant with healthful and attractive surroundings. It is a primary object to transport the boy to a home where there is no squalor, filth, dirty streets, litter, dilapidated buildings and crowded conditions. The institution should have large grounds, shade trees, flowers, shrubbery, play grounds, well-kept buildings, etc. Cleanliness and beauty in the environment should be stressed.

Of even greater importance to the institution is its personnel or staff. Their duties are not merely to work with the boys, but to live with them. They should be men and women who are neat and careful about dress, without going to any of the extremes of fashion. They should be well-mannered, intelligent, educated, and of high moral standards. They should like and understand boys and have an interest in boys' activities. They must be friendly and well-liked by the boys. Contacts with the boys out of the line of duty are more important than while at work.

On first entering the School the boy must be impressed with the fact that it makes no difference on what charge he was committed, that he was not sent to the School for punishment and that he will receive none. He should be told that the School is a great opportunity for him and a chance denied many boys.

Because the delinquent boy is often a neglected boy, handicapped by remediable physical defects, an important part of institutional treatment lies in the correction of these deficiencies. Poor eyes or teeth are often great handicaps in a normal life. For an institution to reform delinquents, it must remedy or get rid of the causes of that delinquency. Thus, proper treatment of physical defects, performance of needed operations, and the best medical care are necessary requisites of good institutional care.

The school and educational program should be fitted to the needs and abilities of the boy. It is important that his



educational age be accurately determined and that he be placed in the proper grade. An important thing is to develop a right attitude toward school and this may be done only if the boy is capable of doing the work. His intelligence quotient should be known and nothing super-human expected of him. It is a problem requiring individual treatment.

Again in the vocational training, it is a problem not of the development of skills, but of a proper attitude toward work. Most boys are too young in institutions to become skilled workers in any branch of work. It is more important that work should not seem drudgery to them, that they sense the co-operativeness of industry.

Special classes in health and etiquette are of great importance. Here the emphasis should be placed on the importance of cleanliness, neatness, and good manners. Too much importance cannot be placed on this. Table etiquette should be taught and supervised. The importance of keeping the nails clean, the hair combed, clothes neat and clean, as well as politeness and manners, should be taught.

Many problem boys do not know how to play. This might in some way explain their problem. In any event, supervised play, sports and games are of great importance. This should not be restricted to just a few boys for just a little while, but should include every boy for a good deal of his time. Pride in the development of the body should be encouraged. The boy should be taught to play, and good sportsmanship should be a major aim.

Religious instruction has its proper place in the treatment of the problem boy, but religion alone cannot be expected to reform a delinquent. Possibly the best procedure would be to tie up the boy's moral and social concepts from the rest of the program with religious instruction.

The boy should have responsibilities placed on him in proportion to his power to carry them. He should also be made to feel his personal responsibility in the proper functioning of the institution and his cottage. He should have a share in keeping it neat and clean. He should feel in a large measure that "things are up to him."

A proper value and reward should be placed on proper conduct. Privileges should be granted to boys on a basis of merit. It is important that the boy discover that right conduct is recognized and rewarded and that improper conduct brings the disapproval of the group and loss of privileges. Corporal punishment is probably unnecessary and in most cases does more harm than good by forming a barrier rather than understanding between the boy and authority. A discussion of the difficulty with the boy is needed and necessary in most cases and a right understanding of his act implanted in the boy. Punishment must be absolutely fair and with no vindictive attitude.

A wide variety of special activities should be provided for the boy and new interests aroused. Glee clubs, dramatic clubs, photography clubs, bands, journalism clubs, pets, etc., play a large part in providing wholesome outlets to the boy's energy. A boy busy and interested in many activities has no time to be bad.

Above all, by identifying himself with men and a plan of life that he admires, the boy learns to want to be like them and do things the way they do, win their approbation and respect, and succeed according to their standards. By achieving a foundation of the principles of right living and acquiring self-respect and the confidence of others, the boy tries to live up to his new estimate of himself. He grows to look down on slackness, slovenliness, unmannerliness, and uncleanness. He has learned a new set of moral values and a new way of life; he has changed his social group and become a new social type.

### THE INDIVIDUAL RATING SYSTEM

In dealing with the delinquent, it is of prime importance to know the cause of his delinquency, for only through a knowledge of causes can cures be effected. With this fact in mind, it perhaps would be a truism to say that the chief cause of delinquency is the lack of the right moral concepts on the part of the offender. Although this is a quite self-

evident truth, we must go more deeply into the problem than this—we must find why the delinquent lacks these desirable moral concepts.

In the vast majority of cases this lack may be laid directly to his environment. It may be laid to his home, his school, his associates, his economic station, and to every external feature of his life. Too often the boy has not been taught the best moral code. Then too, in his first transgression of this code, he may not even have realized that he was transgressing. Or, if he did realize the nature of his acts, he very possibly did not feel the pressure of public opinion against them. In his small sphere of life, the weight of public opinion may have sanctioned them—or, while not sanctioning, still did not disapprove. Briefly, the delinquent lacks the right moral concepts because of poor environment. He has never felt the pressure of public opinion against his wrongdoings, and often his small world has approved them.

Since this is true, it is an evident corollary that to develop these best moral traits it is necessary to change the environment. Generally this can be done only through foster homes or institutional care.

Until comparatively recent times institutional care for the delinquent, as well as for the criminal, was based on the idea of segregation from society. The sole purpose of the institution was to isolate the offender. The reasons for this were two-fold: for the protection of society and for the punishment of the offender. Furthermore, it was felt that the delinquent was not worthy of public expenditures for more than the bare necessities of his "keep."

These ideas have been dissipated in modern times through the realization that unless we can fit the offender for a place in society through the development of his moral concepts, he will remain either a charge of the state or a menace to our lives and property. If correctional institutions effectively reform the delinquent, they are saving vast sums of money for the state and the populace in future years, even though in so doing more money is required for the teaching of



trades and for providing normal activities at the institution itself.

Furthermore, society has renounced the vindictive attitude of the Middle Ages and no more wishes to punish the delinquent for punishment's sake alone. It is not punishment the delinquent needs, but correction—the development of his finest moral concepts.

Since this is true, the problem resolves itself into a search for the best means by which these moral concepts may be developed. Several methods suggest themselves, all of which have been tried at different times by different groups, and all of which have their staunch advocates.

The first and time-honored of these methods for the development of the right moral concepts is punishment as a means of correction. This does not imply punishment in a vindictive sense, but implies punishment solely for the purpose of correction and for the development of moral concepts. However, punishment as a system of correction has many patent defects. It does not change the fundamental concepts of the offender, for it provides no substitute for the ones he has. It often instills in him fear and resentment toward the person administering the punishment. Moreover, punishment enlarges the gap between the delinquent and society, for usually the delinquent does not have the moral background necessary to understand the purposes of the punishment. Worse than these, though, is the fact that a system of punishment provides a definite penalty for wrongful acts and does not permit the boy to feel the censure of public opinion. When his punishment is over, he feels that he has paid in full and that the exchange was equal. Finally, a system of punishment calls attention to deficiencies in the individual, but it does not provide for recognition of progress and the development of good traits. Punishment, as a system of correction, is inadequate.

Another popular method for the development of these right moral concepts is the religious appeal. This rationalization of right conduct is of tremendous power with some people, and because of its effects on them, they are often



convinced of its power to change the delinquent actions of boys. But delinquent boys seldom have the religious background necessary for a religious appeal to have very far-reaching effects, and often their religious natures are an entirely separate thing from their moral code. Further, religious education generally does not explain WHY not to do certain things and often does not convince the boy of the desirability of abstaining from these acts.

A strict regimen of heavy work and rigid supervision is still another method which has been used for the development of the right moral concepts in delinquent boys. However, as a means of moral reformation, it could scarcely be recommended, for not only does it fail to allow the wholesome development of mind and attitudes so necessary to the development of the right moral concepts, but it also fails to allow the boy enough freedom of action with which to test his concepts and his code. If a boy is not bad who has no chance to be bad, he still cannot be called good. Only when a delinquent boy is good in a normal, life-like environment, can he be called reformed.

Finally, to develop the best moral concepts, the boy must be taken completely out of his old way of life. To leave the conditions which caused his delinquency unchanged is almost certain defeat for any plan of reformation. Thus we see that to develop the best moral concepts in the delinquent boy, we must transport him from his old environment; we cannot rely altogether on the religious influence to change his ideas of life; and we cannot resort as a cure-all to programs of punishment, heavy work, and rigid supervision.

Here at The Florida Industrial School for Boys has been developed within the last two years a method, known as the Individual Rating System, for the development of the right moral concepts in the delinquent. Following is a brief outline of the mechanics of the method.

When a boy is received at the School, he is called a Rookie, and it is explained to him very carefully that it makes no difference why he was sent here, that he is serving no term,

that he will receive no punishment for whatever brought him here, and that he will be sent home as soon as he has proven that he knows how to live the right kind of life. As a Rookie this boy fits right into the normal program of the School with its normal activities of academic instruction, vocational training, physical education, swimming, football, etc.

Every week this boy is graded or rated by every member of the staff with whom he comes in contact. If he receives at least a grade of "three" from every officer for four consecutive weeks, implying that he has kept all of the rules, was neat, and has met all the minimum standards, he is promoted to the rank of Polliwog. As a Polliwog it is his privilege to have all the privileges he enjoyed as a Rookie, and in addition to use library books and cottage games, and to go on supervised hikes within restricted areas.

If, as a Polliwog, this boy not only meets all the minimum standards required of him, but in addition is absolutely trustworthy, cheerful, co-operative, sportsmanlike, and maintains a good attitude toward the boys and his instructors, he will receive weekly grades of "four" from the members of the staff with whom he comes in contact. After maintaining these good attitudes for four consecutive weeks, the boy becomes a Pioneer.

As a Pioneer the boy receives all the privileges he enjoyed as a Polliwog, and also he may attend picture shows every other week in town, may go on supervised hikes and trips away from the School grounds, may go on unchaperoned hikes with special permission, and may receive other special privileges. From this rank the boy must show definite possibilities for leadership and initiative in order to earn grades of "five," which, after six weeks, promote him to the rank of Pilot.

The rank of Pilot carries with it other special privileges, implying more trust and confidence placed in the boy by his instructors, and is the last stepping stone to the rank of Ace, our highest rank. To become an Ace the boy must show the very best social qualities, as well as develop his leader-

ship ability to a marked degree. Then, having earned four consecutive "A's," the boy makes application to the Ace Committee, and, if accepted, is made an Ace at a public ceremony.

Aces are allowed great liberty. They may go to town in groups of two or more, wearing civilian clothes. They are granted absolute freedom of the campus; they may be granted leaves of absence from the School for reasonable lengths of time. They are trusted, and they respect that trust.

One other rank remains—that of Punk. This is not a privilege rank and a boy need never become one. Obscenity, stealing, cheating, willful destruction of property, smoking or the possession of tobacco automatically give a grade of "zero" and make a Punk of any boy regardless of his previous rank. Other less serious offenses, such as disobedience, sullenness, or tardiness, carry grades of "one" or "two," dropping a boy one or two ranks from his previous rank, as the case may be.

Furthermore, any boy who fails to show those qualities necessary for his rank—such as cheerfulness in the case of a Pioneer—will fail to receive the grade necessary for this rank when the lack shows up, and he automatically falls back a rank. Thus, a boy tends to find his own level in our social scale, and is rewarded accordingly.

As suggested above, the Individual Rating System has organized a community life here at the School. It has developed a powerful public opinion among the boys, with the result that wrongful acts are looked down upon and the person who commits them lowers his standing in the eyes of the group. With the boy conscious of this public opinion and desirous of standing well in the schoolboy group, this constitutes a powerful instrument for the development of his moral concepts.

Furthermore, lowered standing brought about as the result of the lack of the right concepts brings a loss of privileges to the boy. Here is something he can understand; he can understand the relation between right conduct and



privilege. Along with his loss of privileges, his sphere of activity is also narrowed. In his lowered rank he has less opportunity to commit wrongful acts until he has adjusted himself to his new ideas and is ready for another trial of his advancing concepts.

As a necessary corollary to the effect of lowered standing, higher standing brings added privileges and pleasures, many of which are dependent here at the School and hereafter in life on the trust and confidence others place in him. This conception of the relationship between trustworthiness and privilege is constantly placed before the boy and gives him a concrete reason for right moral conduct.

As a further aid to the development of the right moral concepts, the boy learns that privilege, pleasure, and prestige are immediately lost through wrong actions and poor conduct, and as surely, if more slowly, regained by living with high moral standards and good attitudes. In other words, he learns that "crime does not pay"—that the pleasures attendant upon the trust and confidence of others are more valuable than the paltry proceeds of petty misdemeanors. The rating system provides a good reason to be good; it teaches the delinquent what we all know—that it is to our personal advantage to live by the right moral concepts.

Not only is the Individual Rating System a great aid in the development of the right moral concepts, as we have shown above, but it also provides a case record of every boy while at the School. Promotions, which indicate corresponding improvement in the boy's general attitudes and concepts, as well as in his actual living and life at the School, are recorded on his permanent record card. All demotions are also recorded, with the reason for demotion. Immoral and bad acts are listed in the order of their observation in the boy, and thus an attack on his individual problems can effectively be made.

Thus we see the value of the Individual Rating System to us here at the School. Remembering that the chief cause of delinquency is the lack of the right moral concepts on the part of the offender, and that the primary purpose of a

correctional institution is to teach a way of life by the development of moral concepts, we see how the rating system is filling these needs here. Since its inception it has wrought a vast transformation on our campus and its effects have far surpassed our expectations. It has focused the interest of our boys on a good way of life.

### ACADEMIC EDUCATION

Unlike the average public school, the Florida Industrial School draws its students from hundreds of different schools all over the State. These schools, in many cases, use different methods and have different standards. Thus, there is often little uniformity in the educational background of the boys sent to us.

Not only is this true, but the educational capacities of the boys sent here are different from those found in the average school. These boys in most instances have been the problem children of the schools of the whole State. Many have been sent here for truancy; in practically all types of delinquency, truancy is an attendant evil.

Not only, then, do we have boys whose educational backgrounds have been vastly different, boys who either dropped out of school or were school problems, but also we have found that the average delinquent is not of average intelligence. In a survey made April 1, 1933, it was found that out of 175 boys, 123 had I. Q.'s below 90, or were below normal mentally. Five were above 110, or above normal, while 47 were between 90 and 110, or normal. This tendency has been practically constant since it was first checked on two years ago.

With these three points in mind, it is very easy to understand why the average student at the Florida Industrial School is retarded in his school work a little over two years. Many boys lacking educational advantages hesitate to continue school in grades where they are very much older than the average student. Hence, many of our boys had dropped out of school and considered their educations complete.

These attitudes and tendencies constitute our educational problem.

Sometime during the first week after a boy's arrival he is given a Stanford Achievement Test. This test, with a great degree of accuracy, determines the measure of a boy's scholastic achievement and permits accurate grade placement. It is the constant effort of the academic department to properly place the boys in school, for only in this way can it be assured that their ground work and fundamentals are sound and that the boy is receiving a maximum good from his training.

After the boy has been properly placed with our common measuring stick, the achievement test, he is then given an intelligence test. For this purpose either the National or Haggerty Intelligence Test is used. In this way the School learns something of the mental equipment the boy has and can deal with him much more effectively. It expects from the boy only what his capacities warrant and in this way the boy receives a much more sympathetic treatment. All boys are handled differently as all boys are differently equipped.

Because boys are constantly coming to the School at all times of the year, there is no regular school term; school continues here the year round. This makes the usual instructional methods impracticable here, and to meet our peculiar needs the Contract Method of Individual Instruction has been adopted. For this method, every course has been divided into assignments, each with its work-sheet of instructions and directions. The boy has a certain number of assignments in each subject to complete to finish his grade. He must study his assignment, write answers to all questions asked, and have it carefully checked and accepted by the teacher before going on to the next one. The boy's work is definite; he works independently of every one else. He may proceed as fast as his capabilities permit, and yet he is not carried too quickly for his mind to grasp and understand the work as he progresses. In every grade each boy is at some different part of the course. Each boy learns and advances individually.



Through proper grade placement and individual instruction, the student achieves a consolidation of fundamentals. His schoolwork here is based upon a solid foundation, and because of this he is able to understand and assimilate advanced work. Neatness in his work is emphasized above all else—the teacher does not even stop to grade a paper that is not neat. Not every one can write a beautiful hand, but anyone can learn to be neat in written work.

No formal spelling is taught in the higher grades, but any word the student uses and misspells must be looked up and spelled correctly 25 times. This not only teaches the use of the dictionary, but it conserves the time of the student by drilling him only in the words he uses and cannot spell.

The whole school program is developed in such a way that the student receives unlimited training in expression and written composition—a phase in which he is generally deficient and one which he will need above all others in his later years.

But the finest part of the whole system is the very real inspiration it is to the boys. Here is a school in which they receive sympathetic treatment, where they are not held up for ridicule as being “dumb” or over-age. Here there is a definite amount of work to be done and they can visualize their progress. Many become really enthused over school for the first time in their lives.

It is the purpose of the academic department to provide a good school for the boys. Here we have grades one through nine. The work very closely follows the requirements of the State Course of Study and in no cases have boys been dropped back to lower grades upon leaving the School. Stress is laid upon the fundamentals of reading, writing, spelling and arithmetic, recognizing that for many of our boys it will be their last school. For those who can re-enter, every encouragement is given for them to do so, and the value of schoolwork to the individual is deeply impressed upon him.

Every member of the faculty holds a college diploma and



is a qualified teacher. But more than this, every member of the faculty lives with the boys, plays with the boys, knows the boys. In this way there is a depth of understanding between them that transcends any teacher-pupil relationship and brings about a spirit of co-operation which can only come from genuine friendship and respect.

### THE VOCATIONAL DEPARTMENT

The purpose of the Vocational Department is twofold: Instruction and Maintenance. While at one time maintenance was looked upon as being of prime importance, it has been found that through a system of instruction, carefully analyzed for each particular trade, the teaching of a trade is by far the most important, with maintenance of buildings and campus as a practical field in which practice work could be carried out. Since reversing this order, a rapid stride has been made in the instruction of boys as future tradesmen. More work is being accomplished and boys are receiving higher recommendations for their accomplishments during the same period of time.

Courses offered in the vocational department are Printing, Tailoring, Laundrying, Gardening, and the Building Trades, which include Carpentry, Cabinet Making, Electricity, Plumbing, Painting, Masonry, and Plastering. Special effort is made to place each boy in the trade to which he is best adapted, thereby increasing his chances for a better livelihood later in life. Individual instruction is given to all boys, thus offering them a greater opportunity for advancement.

With boys carrying on all maintenance work, a wonderful opportunity is found for their guidance in the field of vocational endeavors. Practical assignments ranging from the cutting of weeds to the most intricate details of plumbing, woodworking, printing, and electrical work are among the daily list of routine activities necessary in work of the School.

Realizing that a majority of boys attending the School will be required to earn at least a part of their own livelihood when time comes for them to return home, the vocational department is putting forth every effort to place them in positions where they may accomplish the most. To teach a trade covers only a portion of what is expected in the vocational field. Boys are expected to advance socially and morally as well as mentally, and the instructor is on constant watch as to these traits. He acts not only as instructor but also as advisor for his group of boys. It is necessary for him to win the confidence of every boy and have the boy feel the interest taken in him, in order to show maximum results. Through this method many boys have come forward in their work to the point where they could be recommended for a higher type of skilled labor.

Many boys coming to the School have no idea of real work, and have to be taught its meaning. In such cases it is necessary to train them along definite lines until interest is shown in their own accomplishments. Special emphasis must be placed on habits of orderliness, neatness, and accuracy. At times this task is not easy, and requires much patience on the part of the instructor. Patience is rewarded, however, when the boys become adjusted to their work and begin to seek more knowledge of their respective trades.

It is the policy of the vocational department to run all classes as nearly as possible to conform with practical shops and organizations found over the country. The plan is to bring the boys into trade environments whereby their greatest adjustments may be made while under the supervision of an instructor who is fully acquainted with the trade he is teaching. The foremanship plan of operation is now in full force in all classes. Boys, upon entering a trade, start at the bottom doing odd jobs and acquainting themselves with tools and materials, progressing upward as they adjust their minds and hands to the work assigned, and gain perfection in these tasks. Through this method it has been possible to place groups of boys on various jobs

over the campus for days at a time without the assistance of an instructor. Work is carried on in a very orderly manner with only the foreman in charge of the group. It has been most satisfactorily proven that most boys will gladly accept responsibility if given an opportunity, and greatly delight in their achievements.

#### PRINTING DEPARTMENT

The Printing Department is fully organized with a staff of boys especially trained to handle all phases of printing and publishing. With a well equipped shop conforming with all methods found in practical offices, boys are given an opportunity to advance as rapidly as possible through the use of the individual contact method. Beginning with an elementary course which is required for all boys, in which they advance step by step, learning the main fundamentals of the trade, records are kept of their work to aid in proper placement later. Linotype, press work, composition, imposition, and make-up are the chief trades on which special emphasis is placed.

For boys over sixteen years of age who are beyond the seventh grade in school work, a special International Typographical Union course is offered in which boys are given full credit for work passed. This course deals with the very latest methods of printing and has been a large factor in raising the standards of the department.

As an aid in practical work the boys do all of the School's printing, including the bi-weekly newspaper, "The Yellow Jacket," which is an institution within itself calling for a staff of reporters, editors, circulation manager, etc. The boys take great pride in their work and tests have shown that they are capable of working for days in perfect order during the absence of the instructor. This training has proven invaluable to many boys who have gone out and secured positions in practical printing shops, all of whom have "made good" in the printing field.



### THE SCHOOL NEWSPAPER

"The Yellow Jacket," the bi-weekly newspaper published by the Journalism Club, has, during its two and one-half years of existence, made a very commendable record as a School publication. For its first year an award of second place was given it by the Columbia Press Association in the annual contest, and the next year it was awarded first place in the field of Technical and Trade Schools. "The Yellow Jacket" covers all news of the School and is unexcelled as a medium through which activities of the School are conveyed to the boys' parents and others interested in boys.

### BUILDING TRADES

Courses offered to boys in the Building Trades are carpentering, plumbing, plastering, painting, electrical work, masonry, and cabinet making. Under the supervision of instructors boys have been constantly employed in making much-needed repairs to buildings, furniture, and other items, and promoting new construction projects. All maintenance work is under the supervision of one key man who assigns the various jobs according to the type of work necessary. From the instructor the work is reassigned to some boy or boys who are qualified for handling it. Through this system boys are able to get first hand experience in the field of construction. Regular class periods are held from time to time in which discussions of various jobs are taken up, thereby giving all boys a chance to profit from others' experience. The building trades of the School offer a vast amount of first hand knowledge and training for boys as well as give them an opportunity to render much valuable service to the School. The improved condition of the buildings reflects a high quality of workmanship, comparing very favorably with that found among skilled craftsmen.

### LAUNDRY

With the installation of better equipment which is now in use, the Laundry is proving to be one of the most important departments of the entire School. Thousands of pieces of clothing, bed linen, towels, etc. are handled every week. Boys are able to receive an entire change of clean clothing at least three times a week, with clean sheets, pillow cases, towels, and other supplies on hand whenever necessary. Cleanliness is one of the main lessons the School is constantly striving to put over to the boys, and with the aid of a well-organized Laundry crew, this point has made great headway during the past few months.

### TAILORING

A department which has proven its worth in many ways is the Tailoring shop. Although less than a year old in operation, it has been fully organized and has come to the front as a very essential part of the manual arts field. Here all clothes are made for the boys, as well as other items, such as circus costumes and apparel for special occasions. A great saving is made by this department through patching and mending clothes.

### GARDENING

Boys interested in truck farming find here a rich field for practical knowledge. The School operates a truck farm of forty acres of land where vegetables for table use are grown. Under supervision of an experienced gardener these boys are able to learn a great deal during their time spent here.

### PHYSICAL EDUCATION

It has been well said that to begin with the child is not moral or immoral, but non-moral. Morality is essentially social in origin and significance and develops best in social

situations. Where the social situation—the environment—is poor, the chances are that the boy will model his behavior from this, and thus come to be what we term a delinquent.

The delinquent is deficient. As a general rule he has less native capacity and social experience to cope with his problems than has the average boy. His mentality is either definitely below normal or on the borderline; educationally he is generally retarded in his school work; he is generally



"Yellow-Jackets"

a product of the lower economic strata; seldom has he had the social advantages of other boys. And as if this were not enough, he often has a very poor physical development. Of course, not all boys who are delinquent are so generally deficient, but this is the pronounced tendency. The records of the Physical Education Department of the Florida Industrial School show that over twenty percent of the boys who enter the School are definitely underweight.

Our boys have had very poor social, emotional and physical outlets. Yet some outlet for his energy every boy must

have. In the case of the delinquent, this is generally through the medium of his "gang." Jacob Riis in several of his books, Goldmark, Puffer, and many others have presented convincing proof that the boy's gang is a fruitful source of delinquent tendencies. While it may have more virtues than vices, still a bad environment furnishing little or no legitimate outlet for its energies makes it a potential power for evil. The usual attitude of the gang is one of ultra-sophistication, of looking down on normal play and games and in no way stimulating physical development. Then, too, in these close-knit groups unhealthful practices often arise. It is customary to smoke, drink, stay out late, and lead an irregular life; moreover, misdirected sexual activities often creep in. All of this precludes a healthy physique and normal development.

But often the boy who would like to play lacks the opportunity. The economic station of his parents often prevents them from furnishing the boy even with those playthings he looks upon as "necessities." Moreover, the boy in many cases must work in his free time to help support the family. Add to this the fact that the neighborhood often offers no place to play, and it is not hard to understand why the delinquent does not engage in the normal sports and games of his age.

Naturally, then, these factors result in a poor physical development for the delinquent and the boys sent to the School. The poor physical development and the lack of the play attitude in these boys have resulted in their failure to develop attitudes of sportsmanship, co-operation, fairness, friendliness, etc. Nowhere are these virtues learned so readily and so surely as on the playground. The failure of the delinquent in developing these attitudes causes with him a poor personality adjustment, making it hard for him to fit in with the normal group. The only possible result of this is to intensify and magnify his anti-social feelings.

The delinquent is socially sick. A boy who might otherwise have been normal, has, through the forces of his environ-



ment, made a poor adjustment with life. Much of his poor adjustment can be directly traced to his lack of play, to his physical nature. This, then, is the problem of our Physical Education Department.

Upon his arrival at the School, each boy is given a thorough physical examination to discover any physical defects he may have in order that they might be corrected. The eyes are given special attention, and glasses are fitted by an eye specialist when needed. The teeth are gone over thoroughly by a dentist, and they are pulled, filled, cleaned or re-worked as necessary to put them in good order. Thereafter they are re-examined every six months to keep them so.

Operations, wherever they are found advisable for the best development of the boy, are performed by a skilled surgeon. Special care is taken to find boys suffering from anaemia or under-nourishment, and they are placed on a special diet in order to build up their bodies.

After the boy has been thoroughly checked by the doctors and physical defects treated, he next has a consultation with the Physical Director. Here a record is made of his weight and measurements, and a constant check is made thereafter to determine his progress. The Physical Director also tests for muscular co-ordination and athletic skills and abilities. Where weaknesses are found, special corrective exercises are prescribed to remedy them.

Those boys who are found to be far below normal in their muscular co-ordination are placed in special classes, where for two hours every day they are given individual attention and scientific treatment in the building of their bodies. Thus, after his interviews with the School doctor and the Physical Director, the individual needs of the boy can now be more accurately determined. He is then placed into the regular School program as it is best fitted to his own particular needs.

Calisthenics, regular classes in "systematized body building," play an important part in this program. Under the direct supervision of the Physical Director, the boy has reg-

ular classes in this body building exercise throughout the length of his stay. Through calisthenics his muscular coordination is developed and little-used muscles brought into play. Specialized handling is observed in the calisthenics drill, as it is in all other phases of the School's activities, by grouping the boys into different classes according to ability.

A major feature of the physical education program at the School is the intra-mural program. This program is School-wide in scope, taking in as it does every boy. As with the calisthenics program, divisions are made by skills rather than by age or weight. In this way the physically undeveloped boy is not made to feel inferior. Each boy is the member of some small group, promoting co-operation and team play, where he has the opportunity to take part in a wide diversity of activities. These include at different times of the year baseball, basketball, football, track, swimming, volley ball, gymnastics, acrobatics, and other interesting features.

The institution has its School teams in the major sports, representing it in games with nearby high schools. This, of course, is our highest type of physical development and is for those boys who have made the greatest strides athletically during their stay at the School. For those boys who participate it furnishes an incentive for further schooling at home. Also, it aids in their adjustment back home by giving them an ability much admired by their fellow students. But while they are here it creates a School spirit, a morale, among all boys which alone is worth double the cost.

To provide a motivation for participation in athletics, an "Honor Athletic Club" has been organized among the boys. Any boy is eligible for membership in this club upon the acquisition of certain definite athletic skills and abilities. However, besides the physical development side of this project, sportsmanship is stressed as of equal importance and often acts as a determining factor upon a boy's admittance to the club.

To further the physical development outlined above, each

boy has a class in Health once each week under the Physical Director. In these classes the boy learns about his body and its care. The fundamentals for clean living are stressed, and these classes play an important part in rounding out the physical education program.

In addition to this program are the special diets and classes previously referred to, as well as School camps, hikes, swims, games, and other recreational features.

It is the purpose of the physical education program to aid in the physical and social re-adjustment of our delinquent boys. Just as lack of play was a major factor in leading them into the paths of delinquency, so play, with its attendant by-products of self-control, self-reliance, co-operation, loyalty and fair play, will lead them back into the paths of normal conduct. The recreation and diversion the program affords the boys while at the School is incidental to its work of social rehabilitation, yet in itself it is no negligible factor. In all, the change in attitude and morale noted among boys, largely the result of play, has been nothing short of remarkable, and with Plato we can say, "Education should begin with the right direction of children's sports."

### RELIGIOUS EDUCATION

While the School administration is in complete realization of the importance and necessity of religion in the field of boys' work, it must be confessed that no phase of the School's program has presented such difficulties. Age differences, denominational preferences, and, in many cases, complete lack of previous religious instruction, are the chief difficulties confronting the establishment of a definite religious education program. A division of boys according to ages does not solve the problem of denominational preferences, and to divide the boys into groups by denominations will not overcome the great difficulty of widely varied ages.

Despite all of this, the problem of religious education seems, at last, to be on the way toward a happy and excellent solution as a program recently established is developed.



The entire student body is assembled every Sunday morning for devotional services. No definite organized program of instruction is attempted at these services, but every attempt is made to give religious contact and worthwhile thought to the boys.

Then in addition to that, one night out of each month is set aside for religious services. On these occasions, denominational preferences are made the basis of organization. Pastors of the various denominations represented in Marianna have entered into a program with the boys of the School to provide religious education along denominational lines. On each of the religious service nights, boys are divided into denominational groups and meet, as such, with their respective pastors. A very fine spirit of enthusiasm on the part of both pastors and boys is one of the most encouraging signs of the success of the system.

The following denominations are represented by Marianna ministers each religious service night: Catholic, Episcopal, Methodist, Baptist, and Presbyterian.

Other features of the religious training program are occasional vespers services held by the several cottage groups, Bible reading as the boys express their desire for that, and the every night repetition of the Lord's Prayer.

Considering the great difficulties confronting it, the School feels that it has made real progress in establishing a worthwhile religious education program during the past biennium.

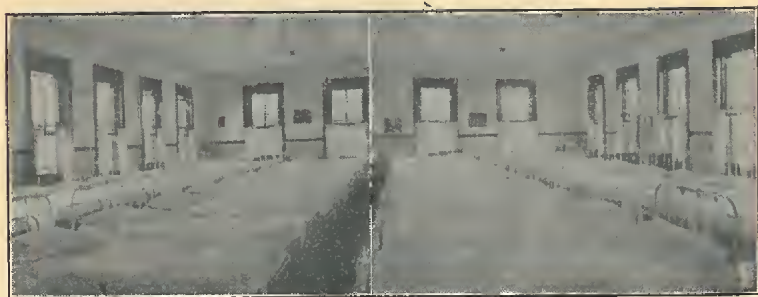
### THE COTTAGES

Much of the administration and program of the School is based on the cottage system. The entire student body is divided into four cottage groups, according to the age, size and rank of each individual boy. The administration of each cottage lies in the hands of a cottage master, an assistant cottage master, and a cottage matron.

Age and size is made the basis of segregation in the case of three cottages. All of the smaller boys are placed

in one group, and that idea prevails in the case of the other cottage groups. A further segregation obtains in one cottage; there are placed all of the boys who drop to the punk class, the lowest of the rating system ranks.

An innovation made this year to the cottage system is the Cottage Efficiency Contest. Based on a system of weekly



View of Cottages and Interior of a Sleeping Room

inspections and a scale of points, the Contest sponsors very close attention to the cleanliness, state of repair, neatness, and sanitary condition of the cottages. Neatness and cleanliness on the part of the boys is also a major part of the Contest. An honor flag is awarded each month to the winning cottage, and thus a spirit of friendly rivalry as between cottages is engendered.

The cottage program must be one designed to meet the needs of leisure time. During such time both the boys and the School are most severely tested. From a recreational standpoint, the cottage program is largely based on the group; from a developmental standpoint, it must be largely individual.

The "punk cottage" has developed a program to deal with our problem boys. Absolute and constant supervision and definite occupation throughout the cottage hours is the program of this cottage. The chief objective is to fit the problem boys to take places again within the other cottage groups.

Frequent individual interviews between each boy and the cottage masters is a part of every cottage's program. A weekly check on the progress or regress of each boy is every cottage master's responsibility.

Intra-mural athletic and sports contests, story hours, club meetings, hikes, parties, radio music, games, books and magazines all have their places in the programs of the several cottages. In each of the three higher ranking cottages, intra-mural clubs have recently been established. Every boy becomes a member of one of the cottage clubs, and each club is charged with taking a part in the development and maintenance of good cottage spirit and better cottage conditions. One cottage has organized its clubs as a part of a contest of points awarded for meritorious endeavor. But above all, every cottage is working toward the objectives of worthwhile use of leisure time and of individual development along all possible lines.

### EXTRA-CURRICULA ACTIVITIES

In its efforts to provide normal environment and normal conditions, any institution is always faced with the problem of numbers, of the mass, of the group. A definite routine is absolutely necessary in the administration of any program that deals with people in numbers. And yet, such a definite routine has the one disadvantage of making the number element very obvious. Individual contact is the highest



objective, administratively, of the Florida Industrial School for Boys. The fine program of the academic and vocational training must of necessity follow a day by day routine. To offset the disadvantages of this, nothing has been found to be so valuable as an abundance of extra-curricula activity.

Such activity supplements the routine of the days and gives wholesome recreation during the leisure hours; it further extends the opportunities for self-expression on the part of the boys and makes infinitely more varied the program of the School. It is largely through participation in extra-curricula activities that the best social and cultural traits are developed. But above all else, the extra-curricula activities are valuable, because they provide the best means for close individual contact between boys and members of the staff.

The following is a brief summary of the extra-curricula activity of the School:

**The Troubadours**—This organization is the campus glee club and choir. Beautiful crimson and white vestments make of this group of boys a striking picture when formal choir programs are presented.

**The Playboys**—Combine social recreation and dramatics. Short dramatic sketches are presented periodically by this group.

**The Boat Builders**—Is a club of boys who have become interested in the construction of a ship model. Aided by an expert in that work who visits the campus regularly, the boys are designing and shaping a five-foot ship model of the old clipper type.

**The Junior Athletic Club**—This organization fosters athletic participation among the smaller and younger boys. The regular sports seasons are followed with teams representing this club.

**The Drum and Bugle Corps**—This organization is unique in its appeal to the boys of the School. Unlike a band, which would be able to use only a comparatively few boys in view



of the necessary training, the Drum and Bugle Corps is capable of infinite and inexpensive expansion. The training necessary is very simple, so the Corps is not at all disturbed by the constant population shift of the School. Inexpensive, though handsome, uniforms, bugles, and drums are all of the equipment necessary. Parades and rallies in nearby communities provide opportunities for trips and exhibitions for the Corps. The Corps has become, during the past three years, a highly trained drill and concert organization.



Drum and Bugle Corps

The Kodak Club, The Tree Club, The Health Club, The Travel Club, The Carpentry Club, The Woodworking Club, and The Swimming Club—These organizations foster interests very much as their respective names imply. Each of the clubs is composed of a small group of boys under the sponsorship of one of the staff members.

**Parties, Hikes, Trips**—Nearly every week some kind of such recreation is provided for all of the boys or for groups of boys. Trips to the movies in Marianna are made frequently, and in some cases, longer trips are made when special

opportunities present themselves. Such a trip, for example, was taken by the privileged boys to Port St. Joe to see and enjoy Old Ironsides, historic veteran of the American navy. Short hikes to nearby Chipola River or through surrounding woodlands are always enjoyable and a wholesome addition to the School routine. On the seasonal occasions of Christmas, Thanksgiving Day, Independence Day, etc., parties and entertainments are given to the boys much as would be the case under normal home conditions.

**The Library**—Might well be considered an extra-curricula activity, for it provides a great amount of leisure time occupation. The library is filled with books especially selected to appeal to boy readers. Books are read avidly by the boys, and the library is in constant use.

**The Swimming Pool**—Every week-end afternoon during the warm weather months, boys of the School are accustomed to go swimming in the School pool. Every sanitary precaution is taken, and the swimming periods are carefully supervised. Swimming and diving meets are held periodically to encourage greater interest in aquatic sports.

**The Circus**—The outstanding activity of every year in the extra-curricula field is the annual circus. Every boy is given some part in the circus, and the performance and street parade are, in reality, but the culmination of months of extra-curricula activity on the part of the entire student body. Every phase of program finds some representation in the annual circus, and it is the School's finest achievement in the development of a leisure-time program. The first annual circus attracted 1,200 visitors, but with the growth of the circus' fame, 3,000 people witnessed the third annual circus this past March. All of the material is made by the boys, themselves, and the circus is surprisingly realistic with its "wild animals, dancers, acrobats, etc." Not only is the circus a wonderful show in itself, but it is still more wonderful as a project in the field of boys' work and correctional institutions.

**The Honor Camp**—Every summer or late spring, the honor boys of the School enjoy the thrill of a week in camp. The Boy Scout camp at Orchard Pond, property of the Suwannee River Council in Leon County, is obtained for this purpose. A full week of out-of-door recreation and nature instruction is the camp program. Supervised by men who have had years of previous experience in camp administration, the summer honor camp is made outstanding in its value to the boys.

### MEDICAL ATTENTION

The terms "delinquent boy" and "neglected boy" might often be used synonymously, for often the two go hand in hand. Too frequently the neglect is the cause of the delinquency, and while in many cases this neglect cannot be measured, yet nowhere does it show up more clearly than in the physical condition of boys sent to the School.

Before these boys can be expected to show marked improvement in their personal conduct, it is necessary that their physical handicaps be removed so that they may stand on an equal footing with all of us. Physical defects, disease or sickness are too great handicaps to expect a delinquent to overcome in his struggle to learn to lead a normal, healthy life.

Thus the Florida Industrial School for Boys makes every effort to give its boys the best of medical attention. The School maintains a small hospital on the campus with a registered nurse constantly in charge. The hospital, while it has a general ward, also has several private rooms for contagious diseases or more serious cases. Here is established the dispensary where boys with minor cuts or ills may find ready attention at any time. The hospital, a thoroughly clean and sanitary building, is well equipped with a diet kitchen, electric sterilizers, etc., as well as a dispensary wagon which can be wheeled from cottage to cottage. A visiting physician makes daily trips to note progress and to prescribe for patients.



For more serious cases use is made of the facilities of the hospital in the city of Marianna. Here also at the Marianna hospital are all operations performed, so that the boy will be constantly under a doctor's care until he is definitely past danger. Any remediable physical defects, such as appendicitis, hernia, or diseased tonsils or adenoids, are corrected here by a skilled surgeon. Every effort is made to make our boys physically fit.

To further this effort, the School has established a small but completely and modernly equipped dental clinic on the campus in charge of competent dentists from the Florida State Hospital at Chattahoochee. Every boy's teeth are cleaned and examined upon his arrival at the School and any work necessary to put them in good shape is immediately done. Furthermore, they are periodically examined and treated for as long as the boy remains at the School.

Closely allied to the dental work is the attention given the ears, eyes, and noses of boys needing this attention by a specialist on these cases from the staff of the Florida State Hospital. In co-operation with our own hospital, these cases are treated and corrected. Boys needing glasses are carefully prescribed for and fitted.

Every boy is carefully examined upon his arrival at the School and every effort is made to give him the best of treatment. Periodic monthly checks are made on his weight, and special diets are provided where they are found necessary. When a boy is paroled, every conscientious effort has been made to make him physically capable of taking his place in society.

### DISCIPLINE

Discipline has the ugly connotation of punishment and unpleasantness, but the normal and natural manner in which it is maintained at the Florida Industrial School dispels this idea. Difficulties in discipline have been reduced to a minimum in spite of the normal healthy exuberance of over four hundred boys.

To the Individual Rating System must go much of the



credit for the ease and effectiveness with which the discipline is maintained. This system completely covers any wrongful acts with sufficient punishment in the way of loss of privileges and standing, as well as the disgrace of lowered rank, in such a way as to preclude the necessity for corporal punishment. No longer are bad actions sanctioned by the student body, and this powerful public opinion against them is one of the greatest aids in the maintenance of smoothly administered discipline.

In the rather rare cases where unusual circumstances necessitate other disciplinary measures than those found in the rating system, the utmost care is used that such discipline is administered in the most sane and professional manner, realizing that the School is constantly striving for correction rather than punishment. Individual personalities often demand individual treatment; an effective means of changing one boy's behavior might only embitter another. The development of the right moral concepts and the proper mental attitudes on the part of the boy are the constant aims in the handling of all disciplinary cases.

Such administration of discipline would be difficult, if not virtually impossible, without a staff fully cognizant of their responsibilities and desirous of being absolutely fair and psychologically right in their administration of punishment. Often quiet talks between the boy and his instructor are of greater effect by far than harsher measures. The spirit of friendship and co-operation evidenced between the boys and the School staff is one of the most influential forces for a smoothly functioning school.

Finally, through a wealth of activity, the boys' minds are diverted into constructive channels and indeed he "has no time to be bad."

### RUNAWAYS

There seems to be a decided tendency on the part of the adolescent to want to run away from home at some time during these formative years. The wanderlust is one of the

most natural of impulses. Questionnaire studies by Kline, and the more recent one of Davenport, show that nomadic tendencies have a very strong instinctive and hereditary basis. To quote from Charles W. Waddell's book, "An Introduction to Child Psychology," he says in part—"At certain seasons and ages there surges through the veins, of the boy especially, a strong impulse to throw off restraint, to strike out for self, to see the world, to slough off all conventional and usual forms of social restraint and wander alone, or with some congenial companion, . . . .".

Thus there would seem to be nothing unusual in a boy's desire to run away from home. Almost all boys entertain this desire at one time or another and many have actually tried it at various times.

In the light of the above, the 119 runaways from the Florida Industrial School during the past year would seem to indicate an exceptionally good record. This is especially true when we remember that there is no restraint placed upon the boy whatever, that he comes to the School among strangers, that he has heard mistaken accounts of the School by people wishing to frighten him into good behavior, and that practically all runaways are from among the new boys.

Also, remembering that the average daily population of the School is over 400 boys and that this population is a constantly shifting one, we can easily determine that there are over 146,000 boy-days spent at the School each year. Dividing that number by the number of runaways, we find that this is the same as one boy at the School running away once every 1,227 days, or once every three years, four months, and twelve days. This average with adolescents ranging from the years of twelve to eighteen can only be considered as very good.

### TOBACCO

A very real problem in any treatment of delinquents is the tobacco problem. Practically without exception their previous environment and associations have been such as to start and encourage the growth of this habit in very

early years. While smoking in itself cannot be considered greatly injurious to adults and older boys, still tobacco could not be given to one group at the School and denied another—hence, the problem.

Furthermore, even though the use of tobacco is not a particularly vicious habit, still to satisfy this habit boys will commit far graver offenses. Thus the School has made every effort to discourage the use of tobacco and has made very real progress in this respect during the past biennium.

Whereas it is estimated that two years ago less than eight percent of our boys definitely did not smoke, today a conservative and impartial estimate places this number at more than eighty percent. This remarkable change can be credited to no one single factor, but to a combination of many which have contributed to the result. Chief among these factors is the Individual Rating System, which makes a Punk or Polliwog of boys found smoking or boys who are not known to have definitely stopped smoking. Furthermore, the rating system has developed a spirit and feeling against smoking at the School, as well as against other transgressions of School rules, which has made it extremely difficult and unpleasant for a boy to smoke.

As the number of boys who use tobacco decreases the problem becomes easier to cope with, with the result that there is good reason to believe that eventually the problem may be practically eliminated.

### PHYSICAL IMPROVEMENTS

Certainly no report of School progress during the past biennium would be complete without mention of the remarkable strides made in improving the physical appearances and plant. Wide sweeps of level lawn transversed with modern concrete walks have done much to add to the beauty and utility of the campus. Numbers of shrubs and trees have been most effectively planted and add their touch of beauty to the landscape. Good roads throughout the campus have also been built and changes made where they were found necessary.



Regular maintenance work has been augmented by efforts to place every building on the campus in the best condition possible. Much progress has been made in this respect by renovating, repairing, and remodeling our older buildings. While several smaller buildings have been built during the past biennium, still no large construction work has been undertaken during this time.

A most gratifying feature of the work of improving and beautifying the campus is the evident appreciation of this work by the boys. No cases of willful destruction of our plants or flowers have ever been known, and the boys seem to enjoy to the fullest their beauty.

### FARMING



The Dairy Herd

The farming program serves a dual purpose. It provides unexcelled opportunities for vocational training and very materially reduces the total operating expenses of the School.

A thoroughly modern and sanitary dairy produces an abundance of milk and butter which are essential in the diet of growing boys. Each boy receives a quart of milk daily.



Trucking provides a large variety of vegetables which, except for short unfavorable seasons, are produced the year around.

The poultry department supplies hundreds of chickens and its egg production should soon supply the full demand.

Twelve thousand gallons of highest quality syrup was made from last fall's cane crop and the surplus above requirements of seventy-five hundred gallons was used by other state institutions.

Over three hundred hogs are produced annually.

Field crops provide fully the requirements of live stock feed such as peanuts, hay, corn, and pasturage, so that the only purchases are for certain ingredients of the poultry and dairy feeds.

Farming should not be considered as a means for making the School self-supporting, however, it is a vital factor of economical management and has proven to be highly profitable. During the past year the wholesale value of the dairy products alone exceeded the total cost of farm operation by three-thousand dollars.

### ANALYSIS OF RECEIPTS AND DISBURSMENTS MAINTENANCE FUND

Balance July 1, 1930..... \$ 31,288.95

#### Receipts Six Months 1930, Per Capita Appropriation

	Refund in Insurance Loss	
July .....	\$ 12,707.52	
August .....	12,864.00	
September .....	12,978.84	
October .....	13,553.40	
November .....	13,603.24	
December .....	13,056.68	
		1,235.99
		<u>78,763.68</u>
		\$111,288.62

Disbursed		
July .....	\$ 11,027.20	
August .....	13,387.87	
September .....	14,772.58	
October .....	11,657.54	
November .....	14,771.89	
December .....	12,812.48	
		<u>78,429.56</u>

Balance December 31, 1930..... \$ 32,859.06

Balance January 1, 1931..... \$ 32,859.06

#### Receipts Six Months 1931, Per Capita Appropriations

January .....	\$ 12,628.84	
February .....	12,799.92	
March .....	12,823.16	
April .....	13,027.56	
May .....	13,442.52	
June .....	13,874.00	
		<u>78,596.00</u>
		\$111,455.06

Disbursed		
January .....	\$ 11,260.95	
February .....	11,679.91	
March .....	17,661.63	
April .....	10,083.67	
May .....	11,817.20	
June .....	30,953.30	
		<u>93,456.66</u>

Balance June 30, 1931 (This balance diverted  
to General Revenue Fund..... \$17,998.40

# ANALYSIS OF RECEIPTS AND DISBURSMENTS FOR MAINTENANCE FUND (Continued)

## Receipts Six Months 1931, Per Capita Appropriations

Refund on Voucher No. 1988		\$ 27.79
July .....	\$ 11,500.00	
August .....	11,500.00	
September .....	11,500.00	
October .....	11,500.00	
November .....	11,500.00	
December .....	11,500.00	69,000.00

\$69,027.79

Disbursed		
July .....	\$ 5,894.33	
August .....	15,654.17	
September .....	12,411.56	
October .....	11,396.60	
November .....	12,104.06	
December .....	10,499.59	67,960.27

Balance December 31, 1931..... \$ 1,067.52

Balance January 1, 1932..... \$ 1,067.52

## Receipts Six Months 1932, Per Capita Appropriations

January .....	\$ 11,500.00	
February .....	11,500.00	
March .....	11,500.00	
April .....	11,500.00	
May .....	11,500.00	
June .....	11,500.00	69,000.00

\$70,067.52

Disbursed		
January .....	\$ 13,350.51	
February .....	9,383.41	
March .....	11,395.61	
April .....	9,322.73	
May .....	9,606.91	
June .....	13,394.98	66,454.10

Balance June 30, 1932..... \$ 3,613.42

## FLORIDA INDUSTRIAL SCHOOL FOR BOYS

## ANALYSIS OF SPECIAL APPROPRIATIONS, AS OF JUNE 30, 1931

Special Appropriations	Amounts Appropriated	Total Expended	Amounts Unexpended
School House No. 1.....	\$25,000.00	\$22,250.20	\$ 18.15
Cottage for Boys.....	25,000.00		25,000.00
Cottage for Employees.....	6,000.00		6,000.00
Office Building & Equipment.....	4,000.00	660.25	415.47
Manual Training Department....	4,000.00		4,000.00
New Roof & Repair Hospital....	1,200.00		184.78
Laundry & Equipment.....	5,000.00		5,000.00
Repairs & Equipment.....	8,000.00	7,610.87	96.98
Air Compressor for Well.....	1,500.00		1,250.00
Refrigerations & Cold Storage....	3,000.00		
Trucks & Tractors.....	2,000.00	662.50	1,337.50
Sewer Pipes.....	1,000.00		1,000.00
Wire Fencing.....	1,500.00	442.08	402.17
Fire Hose.....	500.00		332.00
Instruments for Band.....	500.00		
<b>TOTAL.....</b>	<b>\$88,200.00</b>	<b>\$32,125.90</b>	<b>\$45,037.05</b>

## ANALYSIS OF SPECIAL APPROPRIATIONS, AS OF JUNE 30, 1932

Laundry & Equipment.....	\$ 3,000.00	\$	\$ 3,000.00
Dormitory No. 2.....	20,000.00		20,000.00
Vocational Building & Shop.....	20,000.00		20,000.00
Manual Training Department....	3,000.00		3,000.00
Steam Heating Line.....	10,000.00	3,786.86	6,213.14
Repairs & Improvements.....	2,000.00	1,907.30	92.70
Land .....	2,500.00		2,500.00
Trucks & Cars.....	3,000.00		3,000.00
<b>TOTAL.....</b>	<b>\$63,500.00</b>	<b>\$ 5,694.16</b>	<b>\$57,805.84</b>



## ANALYSIS FOR INCIDENTAL CASH ACCOUNT

JULY 1 TO DECEMBER 31, 1930

## RECEIPTS

For Six Months, July 1 to December 31.

Balance .....		\$ 235.47
Receipts for Printing.....	\$ 21.00	
Receipts for Gasoline & Oil.....	314.97	
Receipts for Farm Produce.....	199.92	
Receipts for Postage & Stationary.....	4.42	
Refunding Warrant No. 2282.....	594.41	
Refunding Warrant No. 24723.....	674.47	
Refund on Supplies.....	62.40	1,871.58
Total Receipts		\$ 2,107.06

## EXPENDITURES

For Six Months, July 1 to December 31.

Check No. 1539 to 1652 Inc.....	\$ 1,928.86
Balance December 31, 1931	178.20

## RECEIPTS

For Six Months, January 1 to June 30, 1931.

Balance .....		\$ 178.20
Receipts for Board.....	\$ 23.95	
Receipts for Gasoline & Oil.....	526.74	
Receipts for Farm Produce.....	19.16	
Receipts for Postage & Stationary.....	14.50	
Refunding Warrant No. 94395.....	321.00	
Refunding Warrant No. 97178.....	45.00	
Receipts for Clothing.....	531.60	
Refund on Supplies.....	31.44	
Refunding Warrant No. 76491.....	1,214.39	
Refunding Warrant No. 11384.....	863.70	
Refunding Warrant No. 148537.....	722.10	4,313.58
Total Receipts		\$ 4,491.78

## EXPENDITURES

For Six Months, January 1 to June 30.

Check No. 1653 to 1765 Inc.....	\$ 1,585.80
Balance June 30, 1931	\$ 2,905.98

## ANALYSIS FOR INCIDENTAL CASH ACCOUNT

JULY 1 TO DECEMBER 31, 1931

## RECEIPTS

For Six Months, July 1 to December 31.		
Balance .....		\$ 2,905.98
Receipts for Board.....	\$ 41.20	
Receipts for Printing.....	59.85	
Receipts for Gasoline & Oil.....	555.63	
Receipts for Farm Produce.....	1,224.33	
Receipts for Postage & Stationary.....	40.56	
Refunding Warrant No. 7862.....	1,365.04	
Refunding Warrants No. 47781.....	1,082.87	
Receipts for Clothing.....	1.92	
Refund on Supplies.....	3.90	3,150.20
Total Receipts		\$ 6,056.18

## EXPENDITURES

For Six Months, July 1 to December 31.		
Check No. 1766 to 1923 Inc.....		\$ 3,143.86
Balance December 31, 1932		2,912.82

## RECEIPTS

For Six Months, January 1 to June 30, 1932		
Balance .....		\$ 2,912.82
Receipts for Board.....	\$ 31.15	
Receipts for Gasoline & Oil.....	680.33	
Receipts for Farm Produce.....	1,516.43	
Receipts for Postage & Stationary.....	33.42	
Refunding Warrants No. 7862.....	1,365.04	
Refunding Warrants.....	1,181.91	
Receipts for Clothing.....	7.80	
Refund on Supplies.....	21.99	
Receipts for Brick Machinery.....	100.00	
Receipts for Live Stock.....	25.00	4,963.07
Total Receipts		\$ 7,875.89

## EXPENDITURES

For Six Months, January 1 to June 30, 1932.		
Check No. 1924 to 2063 Inc.....		\$ 2,016.08
Balance June 30, 1932		\$ 5,859.81

# FLORIDA INDUSTRIAL SCHOOL FOR BOYS

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## ANALYSIS OF MAINTENANCE FUND DISBURSMENTS

1930	Last Six Months	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total
Salaries .....	3,128.00	3,158.00	3,387.50	3,575.00	3,550.00	3,573.75	3,573.75	20,372.25
Food Supplies .....	3,256.82	3,190.71	4,210.42	2,998.40	4,083.60	4,876.23	4,876.23	22,616.47
Manual Training Department .....	189.46	459.79	43.77	217.44	61.87	222.69	222.69	1,196.02
Power, Heating and Water .....	1,255.77	900.49	3,157.45	1,254.52	1,208.21	725.70	725.70	8,502.14
Brick, Carpenter & Paint Shop .....	539.55	9.00	264.93	481.33	15.66	65.21	65.21	894.35
Medical, Hospital Service & Supplies ..	122.14	177.43	342.30	72.68	706.99	287.84	287.84	2,118.03
Shoes & Clothing .....		2,256.05	634.92	384.06	569.92	569.92	569.92	4,160.34
Auto Repairs and Replacements .....	28.61	23.55	44.61	38.46	38.46	47.05	47.05	566.34
Gas and Oil .....	282.87	133.17	107.25	239.24	266.79	204.29	204.29	1,233.61
Postage, Stationery & Office Supplies...	155.33	32.00	188.49	25.52	1.00	22.60	22.60	424.94
Laundry .....	88.54	87.34	116.27	102.03	69.77	69.77	69.77	533.72
Cleaning & Disinfecting Supplies .....	94.65	95.85	123.25	109.35	181.55	100.42	100.42	705.07
Poultry & Dairy Farms .....	665.53	553.40	477.43	855.23	1,759.04	467.36	467.36	4,778.37
General Farm & Garden .....	28.25	213.49	252.95	339.14	1,403.04	50.51	50.51	2,287.38
General Repairs to Buildings .....	453.98	939.97	276.86	207.16	19.20	84.87	84.87	1,982.04
Kitchen & Dining Room Supplies .....	79.02	727.83	392.30	60.49	57.96	227.71	227.71	1,545.31
Bed Linen & Supplies .....						295.00	295.00	295.00
Furniture & Equipment .....	2.70	137.26	399.46	26.03	377.03	180.44	180.44	1,122.92
Apprentending & Return of Boys .....	65.00	108.40	58.46	95.80	51.20	32.00	32.00	410.86
Athletics & Amusements .....	78.45	51.10	106.14	342.83	52.36	202.88	202.88	833.76
Educational Equipment & Supplies .....	95.85	1.25	52.50	44.62	51.00	99.89	99.89	345.11
Expenses & Misc. Supplies Convicts.....	17.70		5.80	15.97		6.27	6.27	45.74
State Purchasing Department .....	140.72	131.79	129.52	166.81	127.76	100.00	100.00	796.60
Convention & Asso. Expenses .....	258.26							258.26
Printing Department .....								
Telephone Line .....				43.89		62.25	6.50	112.64
							293.29	293.29
<b>TOTAL.....</b>	<b>\$11,027.20</b>	<b>\$13,387.87</b>	<b>\$14,772.58</b>	<b>\$11,657.54</b>	<b>\$14,771.89</b>	<b>\$12,812.48</b>	<b>\$78,429.56</b>	

## ANALYSIS OF MAINTENANCE FUND DISBURSMENTS

1931	First Six Months						May	June	Total
	Jan.	Feb.	Mar.	April	May	June	June	Total	
Salaries .....	3,580.32	3,787.13	3,771.00	3,740.68	3,654.50	7,287.00	7,287.00	25,820.63	
Food Supplies .....	2,648.08	3,029.60	3,155.23	1,776.05	2,853.31	6,562.39	6,562.39	20,024.66	
Manual Training Department .....	205.57	209.46	137.68	214.70	278.71	305.60	305.60	1,351.72	
Power, Heating and Water .....	711.11	825.95	1,317.71	1,142.90	1,288.13	2,667.63	2,667.63	7,953.43	
Boick, Carpenter and Paint Shop .....		15.50	9.95	4.43	129.01	35.01	35.01	193.90	
Medical, Hospital Service & Supplies .....	332.02	533.11	464.45	471.56	745.45	930.05	930.05	3,476.64	
Shoes & Clothing .....	655.06	268.81	3,002.03	6.99	17.70	989.79	989.79	4,940.38	
Auto Repairs and Replacements .....	26.45	100.26	101.75	44.75	74.92	87.38	87.38	435.51	
Gas and Oil .....	252.35	42.00	215.50	.95	377.42	316.04	316.04	1,204.26	
Postage, Stationery & Office Supplies...	350.65	13.20	12.94	293.80	.89	474.51	474.51	1,145.99	
Laundry .....	69.77	69.77	44.57	82.40	131.42	43.49	43.49	441.42	
Cleaning & Disinfecting Supplies .....	454.01	206.87	135.57	202.37	175.30	450.74	450.74	1,624.86	
Poultry & Dairy Farms .....	500.07	503.66	814.25	387.03	418.25	1,785.72	1,785.72	4,408.98	
General Farm & Garden .....	328.76	1,056.15	3,435.08	165.54	405.21	700.94	700.94	6,141.68	
General Repairs to Buildings .....	119.50	199.70	30.31	273.45	89.20	1,058.95	1,058.95	1,771.11	
Kitchen & Dining Room Supplies .....	469.56	256.57	259.07	138.65	180.29	166.80	166.80	1,470.94	
Bed Linen & Supplies .....		180.00	188.56					368.56	
Furniture & Equipment .....	29.58	27.51	.40		10.00	2,828.30	2,828.30	2,895.79	
Apprehending & Return of Boys .....	41.16	51.80	69.30	247.20	40.00	70.92	70.92	520.38	
Athletics & Amusements .....	113.90	99.73	161.85	364.20	382.43	1,055.75	1,055.75	2,177.86	
Educational Equipment & Supplies .....	134.73	98.73	62.73	9.05	356.62	2,629.58	2,629.58	3,291.49	
Expenses & Misc. Supplies Convicts.....		2.85	8.95	5.80	2.90	6.27	6.27	26.77	
State Purchasing Department .....	145.63	100.00	144.23	285.04	110.92	294.70	294.70	1,080.58	
Convention & Asso. Expenses .....	39.98	1.50	68.52	32.78	2.02	143.58	143.58	340.53	
Printing Department .....	52.69			145.85	92.54	62.16	62.16	301.09	
Telephone Line .....				47.50				47.50	
TOTAL.....	\$11,260.95	\$11,679.91	\$17,661.63	\$10,083.67	\$11,817.20	\$30,953.30	\$30,953.30	\$93,456.66	



# FLORIDA INDUSTRIAL SCHOOL FOR BOYS

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## ANALYSIS OF MAINTENANCE FUND DISBURSMENTS

1931	Last Six Months	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total
Salaries .....	3,560.00	3,290.00	3,590.00	3,959.75	3,435.00	3,095.00	3,095.00	21,029.75
Food Supplies .....	1,545.14	2,820.30	3,342.05	2,392.42	2,988.23	2,765.20	13,088.14	13,088.14
Manual Training Department .....		456.87	86.78	33.10	21.85	9.02	607.62	607.62
Power, Heating and Water .....	110.34	1,025.12	991.70	746.50	1,325.67	982.57	5,181.90	5,181.90
Brick, Carpenter & Paint Shop .....			5.20		2.00		7.20	7.20
Medical, Hospital Service & Supplies .....	34.05	538.43	697.03	912.47	635.25	389.02	3,206.25	3,206.25
Shoes & Clothing .....	6.30	3,184.15	156.43	211.14	82.18	1,131.42	4,771.62	4,771.62
Auto Repairs and Replacements .....	3.45	125.29	76.36	87.39	48.28	23.00	363.77	363.77
Gas and Oil .....	79.65	138.27	105.34	149.73	139.20	181.86	794.05	794.05
Postage, Stationery & Office Supplies .....		17.40	11.60	250.36	30.78	4.00	314.14	314.14
Laundry .....	43.49	43.49	43.49		64.39	64.39	259.25	259.25
Cleaning & Disinfecting Supplies .....	147.07	280.49	111.22	53.44	312.50	200.25	1,104.97	1,104.97
Poultry & Dairy Farms .....	60.09	576.30	537.88	41.35	322.62	388.03	1,926.27	1,926.27
General Farm & Garden .....	12.57	202.44	648.47	556.56	862.45	58.78	2,941.27	2,941.27
General Repairs to Buildings .....	7.26	641.75	538.51	1,004.69	1,232.62	502.17	3,927.00	3,927.00
Kitchen & Dining Room Supplies .....	81.00	189.02	88.70	48.17	144.77	214.05	735.71	735.71
Bed Linen & Supplies .....		483.41				483.41		483.41
Furniture & Equipment .....	9.00	233.70	410.93	93.57	18.79	279.25	1,045.24	1,045.24
Apprehending & Return of Boys .....	15.00	40.00	24.05	88.70	10.00	10.00	187.75	187.75
Athletics & Amusements .....	11.44	106.58	279.64	67.00	17.07	9.86	491.59	491.59
Educational Equipment & Supplies .....		87.68	139.14	277.50	133.26	10.35	647.93	647.93
Expenses & Misc. Supplies Convicts .....			2.90			5.90	8.80	8.80
State Purchasing Department .....	100.00	115.50	160.66	244.97	270.90	152.73	1,025.86	1,025.86
Printing Department .....	3.80	85.88	28.16	40.58	36.25	22.74	217.41	217.41
Convention & Asso. Expenses .....	64.68			136.36			201.04	201.04
School House No. 1 .....		872.10	335.28	.85			1,208.23	1,208.23
TOTAL.....	\$5,894.33	\$15,654.17	\$12,411.52	\$11,396.60	\$12,104.06	\$10,499.59	\$67,960.27	\$67,960.27

## ANALYSIS OF MAINTENANCE FUND DISBURSMENTS

1932	First Six Months						May	June	Total
	Jan.	Feb.	Mar.	April	May	June	June	Total	
Salaries .....	3,315.00	3,218.50	3,115.00	2,945.00	3,584.34	3,185.00	3,185.00	19,362.84	
Food Supplies .....	4,577.27	2,282.75	2,373.73	2,114.21	1,832.44	3,429.82	3,429.82	16,610.22	
Manual Training Department .....	48.75	167.49	1.80	982.14	739.52	180.96	180.96	2,120.66	
Power, Heating and Water .....	1,058.10	750.89	733.15	128.21	15.00	1,567.32	1,567.32	4,252.67	
Brick, Carpenter & Paint Shop .....	4.40					4.40	4.40		
Medical, Hospital Service & Supplies .....	784.43	494.78	433.90	941.84	572.16	859.87	859.87	4,086.98	
Shoes & Clothing .....	137.35	13.88	1,147.47	18.50	15.63	21.59	21.59	1,354.42	
Auto Repairs and Replacements .....	17.72	135.18	30.21	40.43	132.74	40.96	40.96	397.24	
Gas and Oil .....	184.99	195.30	145.94	169.38	149.51	331.39	331.39	1,176.51	
Postage, Stationery & Office Supplies .....	340.78	56.57	16.20	13.25	365.29	20.27	20.27	812.36	
Laundry .....	143.78	76.97	121.36	131.05	46.01	177.50	177.50	696.67	
Cleaning & Disinfecting Supplies .....	200.29	262.23	251.60	294.78	40.74	940.74	940.74	1,990.43	
Poultry & Dairy Farms .....	519.06	441.26	391.21	958.38	731.81	901.93	901.93	3,943.65	
General Farm & Garden .....	413.07	267.32	1,612.02	88.98	126.36	270.98	270.98	2,778.73	
Kitchen & Dining Room Supplies .....	530.44	204.61	14.94	10.05	653.01	413.97	413.97	1,827.02	
General Repairs to Buildings .....	359.27	201.61	167.56	170.26	89.72	213.30	213.30	1,201.72	
Bed Linen & Supplies .....	157.00		281.48			439.09	439.09	877.57	
Furniture & Equipment .....	71.89	3.70	47.12		13.50	3.85	3.85	140.06	
Apprehending & Return of Boys .....	80.85	25.30	40.00	30.80	17.15	12.75	12.75	206.85	
Athletics & Amusements .....	157.13	113.47	301.68	29.59	231.53	88.11	88.11	921.51	
Educational Equipment & Supplies .....	75.30	201.95	4.26	16.66	40.09	54.21	54.21	392.47	
Expenses & Misc. Supplies Convicts .....	2.85	2.90	2.85	9.12	2.85	2.85	2.85	23.42	
State Purchasing Department .....	120.00	248.23	161.61	230.10	120.00	218.74	218.74	1,098.68	
Printing Department .....	2.10	16.94	.52		4.09	19.73	19.73	43.38	
Convention & Asso. Expenses .....	48.69				83.42			132.11	
Convention House No. 1 .....		1.53						1.53	
TOTAL .....	\$13,350.51	\$9,383.41	\$11,395.61	\$9,322.73	\$9,606.91	\$13,394.93	\$13,394.93	\$66,454.10	



